

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Birdville ISD Career and Technology	Tarrant - 220902		n/a
Vendor ID #	ESC Region #		
1756000193	Region 11		
Mailing address	City	State	ZIP Code
7020 Mid Cities Boulevard	North Richland Hills	TX	76180

Primary Contact

First name	M.I.	Last name	Title
Allison	A.	Vinson	Career and Technology Director
Telephone #	Email address		FAX #
817-547-5716	Allison.vinson@birdvilleschools.net		817-503-8965

Secondary Contact

First name	M.I.	Last name	Title
Elizabeth	C.	Clayton	Career and Technology Coordinator
Telephone #	Email address		FAX #
817-547-3818	elizabeth.clayton@birdvilleschools.net		817-503-8965

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Elizabeth	A.	Clark	Associate Superintendent
Telephone #	Email address		FAX #
817-547-5722	Elizabeth.clark@birdvilleschools.net		817-547-5534
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

10 / 18 / 2017

701-17-103-059

Schedule #1—General Information

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$0	\$0	\$0	\$0
2.	Schedule #8: Contracted Services	6200	\$0	\$0	\$0	\$0
3.	Schedule #9: Supplies and Materials	6300	\$0	\$0	\$0	\$0
4.	Schedule #10: Other Operating Costs	6400	\$0	\$0	\$0	\$0
5.	Schedule #11: Capital Outlay	6600	\$0	\$0	\$0	\$0
6.	Total costs:		\$0	\$0	\$0	\$0

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	NA	NA	NA
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☒ Focus Area 4: Testing Site/Licensed Instructor

In conjunction with our Health Science Technology pathway enhancement and expansion as seen in our Focus Area 3: CTE Career Cluster Perkins Reserve Grant Application, we are seeking to become a licensed testing site for the National Healthcare Association's Phlebotomy Technician Certification (CPT). We chose the Health Science Pathway and specifically, the Phlebotomy Technician Certification, based on data from our district and the Texas Workforce Commission. If we become a licensed testing site for the National Healthcare Association's Phlebotomy Technician Certification, we will provide expanded opportunities and certified credentials for our students in one of Texas' highest demand career pathways. This certification will provide immediate employment eligibility as a Phlebotomist; an occupation with an annual average salary of \$29,560.00. In addition, this certification is a stackable credential that can lead to future success in the field of health science furthering our students' ability to obtain a career as a registered nurse or other high demand careers in the growing field of health science.

Phlebotomy Technician Certification (CPT) is a TEA approved capstone industry certification appropriate for Focus Area 4 as listed by TEA on Appendix A - Allowable Site License/Instructor Certifications. CPT is listed as a student capstone industry certification aligned to Health Sciences, which is a TEA-promoted program of study. Students will have the opportunity to earn their CPT in our Health Science Technology Program, and it will be transferrable to postsecondary programs in conjunction with our ongoing partnership with Medical City North Hills and the Future Generations project as described below.

Specifically, we are requesting funding to become an approved testing site for the National Healthcare Association's Phlebotomy Technician Certification exam including the cost for the practice exams, preparation materials and necessary training equipment and supplies. There is no site license required to administer the National Healthcare Association's Phlebotomy Technician Certification; it is a web-based exam that students must take on computers. Therefore, we are also seeking funding to purchase necessary and appropriate technology to administer the certification exam.

Our students currently participate in clinical rotations in our existing Health Science programs, while working on internships at Medical City North Hills. In order to enter the program, students must be background checked, TB- tested, immunized and drug screened. Medical City North Hills has agreed to cover the expense of this for pre-screened candidates. The Phlebotomy Technician Certification (CPT) along with ATC credit in Health Science Classes and work experience on their resume from the hospital partnership will prepare students to enter the industry at Medical City North Hills and benefit from a joint venture called the Future Generations Project. The Future Generations Project provides students employment as a Certified Patient Care Technician (CPCT) with the hospital while working on a Registered Nursing Degree after successfully completing the Clinical Rotations II Program in partnership with Birdville ISD Career and Technology Health Science Department. Once admitted, Medical City Healthcare pays for tuition, fees, books, and uniforms up front in exchange for a 2-year commitment to work full-time as a Registered Nurse.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In our 2018-19 school year we propose to continue the Future Generations Project and expand the professional certifications we offer to include Certified Medical Administrative Assistant. Currently offered in Bidville ISD Health Science Pathway are the following; Certified EKG Technician, Certified Patient Care Technician, Emergency Medical Technician, and Pharmacy Technician. By adding to our certifications offered, we will enhance our Health Science Technology Program. All of these certifications lead to careers with livable wages leaving high school as well as enhanced abilities in post-secondary Health Science Programs, such as Registered Nursing.

In our 2019-2020 school year we propose to increase the number of participants in our programs and increase the percentage of successful completers sitting for certification exams and taking advantage of the Post-Secondary Educational Reimbursement through Medical City North Hills.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220902	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$9455.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$10000.00	\$0	\$10000.00	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$10000.00	\$0	\$10000.00	\$9455.00

Administrative Cost Calculation

Enter the total grant amount requested:	\$10,000.00
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$500.00

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Schedule #7—Payroll Costs (\$100)					
County-district number or vendor ID: 220902				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$9455.00
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	NA	0	0	\$0	\$0
22	NA	0	0	\$0	\$0
23	NA	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$9455.00
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$0	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$9455.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 220902		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$0	\$0
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
b. Subtotal of professional and contracted services:		\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$10000.00	\$0
Grand total:		\$10000.00	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 220902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2		0	\$0	\$0	\$0
3		0	\$0	\$0	\$0
4		0	\$0	\$0	\$0
5		0	\$0	\$0	\$0
6		0	\$0	\$0	\$0
7		0	\$0	\$0	\$0
8		0	\$0	\$0	\$0
9		0	\$0	\$0	\$0
10		0	\$0	\$0	\$0
11		0	\$0	\$0	\$0
66XX—Software, capitalized					
12		0	\$0	\$0	\$0
13		0	\$0	\$0	\$0
14		0	\$0	\$0	\$0
15		0	\$0	\$0	\$0
16		0	\$0	\$0	\$0
17		0	\$0	\$0	\$0
18		0	\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles					
19		0	\$0	\$0	\$0
20		0	\$0	\$0	\$0
21		0	\$0	\$0	\$0
22		0	\$0	\$0	\$0
23		0	\$0	\$0	\$0
24		0	\$0	\$0	\$0
25		0	\$0	\$0	\$0
26		0	\$0	\$0	\$0
27		0	\$0	\$0	\$0
28		0	\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$0.00	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1,113	56.5%	Districtwide data % applied to Health Science
Limited English proficient (LEP)	384	19.5%	Districtwide data % applied to Health Science
Attendance rate	NA	NA%	
Annual dropout rate (Gr 9-12)	NA	NA%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	8	47%	CTE Health Science Staff data
6-10 Years Exp.	3	18%	CTE Health Science Staff data
11-20 Years Exp.	3	18%	CTE Health Science Staff data
20+ Years Exp.	3	18%	CTE Health Science Staff data
No degree	0	0%	CTE Health Science Staff data
Bachelor's Degree	7	44%	CTE Health Science Staff data
Master's Degree	10	56%	CTE Health Science Staff data
Doctorate	0.0	0%	CTE Health Science Staff data

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students: For CTE 6704 districtwide

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	94	361	681	834	1970

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										8	17	17	17	17 (teachers are across grade levels)

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our CTE yearly goals are based on both districtwide needs and needs specifically related to Career and Technology. The district uses PBMA Reports to set their goals. Career and Technology also uses PBMA data as well as Student Requests, Data on Certifications Earned, Perkins Effectiveness Results and Program Industry Evaluations to prioritize needs and set goals. All of our CTE Programs have Industry Business Partners that provide yearly evaluations and feedback to both our teachers and our administration. This information is instrumental in keeping us current with industry needs and providing us consistent information to ensure our students will graduate both college and career ready.

Student Completion of Chosen Endorsement

Graduating class of 2018 being the first required to graduate with an Endorsement Plan, requires sufficient advanced pathway courses offered to meet coherent sequence in the CTE Pathways. Adding more certification opportunities and becoming a licensed testing site will provide more opportunities for students while completing their chosen endorsement.

Need: Expand current and add additional offerings of advanced CTE Courses and related student certifications to all pathways to provide seats for student requests that will allow for successful endorsement completion. In 2017-18 we were unable to serve 158 student requests in our Health Science Practicum Classes due to lack of available space.

Course Availability for Student Completion of Chosen Endorsement

Recommended by Evaluator of our Health Science Pathway in our 2016 CTE Industry Evaluation: "(1) Add a second PCT block in the afternoon to accommodate student enrollment - 2 classes with 15 students each. We are hiring these students and they come prepared to assimilate into the workforce. (2) More classroom space is needed to accommodate annual increasing student request/enrollment."

Our practicum in Health Science Clinical Rotations program had 290 requests for the 2017-2018 school year and currently we are able to serve 132 students, which was a deficit of 158.

CTE Nontraditional Course Completion Rate- Males/Females

The CTE Nontraditional course completion rate for males was 39.3 in 2016-17 and the cut point was 40. CTE met the Indicator Performance Level of 0 for the Nontraditional Course Completion Rate for Females.

Need: Increase the male nontraditional Course Completion Rates. Adding additional Practicum Level Course options with Certification opportunities that will work for a wide range of medical profession interests will help recruitment of males into the pathway.

Student Achievement Needs

2016 Indicator Performance Level of 1 for CTE Nontraditional Course Completion Rate- Males

Need: Increase the Accountability-Index 4: Postsecondary Component College and Career Readiness Standard Counts. Birdville ISD had 1231 College and Career Readiness Graduates. CTE contributed to the % of CCR Grads; 992 students completed a CTE Coherent Sequence. This grant will help us add additional opportunities for students in ATC level programs that have certification opportunities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Recommended by Evaluator of our Health Science Pathway in our 2016 CTE Industry Evaluation: "Add a second PCT block in the afternoon to accommodate student enrollment - 2 classes with 15 students each. We are hiring these students and they come prepared to assimilate into the workforce."	We will double the number of students in Practicum of Health Science- Clinical Rotations II, Patient Care Technician unpaid internship at Medical City North Hills.
2.	Recommended by Evaluator of our Health Science Pathway in our 2016 CTE Industry Evaluation: "More classroom space is needed to accommodate annual increasing student request/enrollment."	Implementation of the grant will allow us to purchase the materials to turn traditional classrooms into Health Science Technology equipped rooms where Certified Medical Administrative Assistant, EKG and Phlebotomy Certification will be taught. This will increase our capacity to offer capstone Health Science Classes where students will earn industry desired certifications in high needs career areas.
3.	Recommended by Evaluator of our Health Science Pathway in our 2016 CTE Industry Evaluation: "Mock interviews for Patient Care Technician students with hospital directors."	Building on our business partnership with Medical City North Hills will create opportunities to add mock interviews for Patient Care Technician Students with directors at the hospital.
4.	Increase the number of non-traditional (male) students served in Health Science Pathway.	Our males in non-traditional pathways is an area of need that can be addressed by offering more capstone Health Science Technology Pathway Courses to provide desirable certifications and internship experiences for recruiting male students into the Health Science Pathway. Currently we are having to turn students away due to limited capacity.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Health Science Teachers	Positions require a minimum of a Bachelor of Science in Nursing Degree. Preference is for BSN with clinical hospital care, extensive EKG and supervisory experience.
2.		
3.		
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of students in Clinical Rotations (CR) internships.	1. CR II students provide supervised patient care as PCT's at Medical City North Hills.	01/08/2018	05/24/2018
		2. CR II students will be evaluated for the 6 weeks.	01/15/2018	02/03/2018
		3. CR II students will be evaluated for the 6 weeks.	02/04/2018	04/13/2018
		4. CR II students will be evaluated for the 6 weeks.	04/14/2018	05/31/2018
2.	Increase the number and type of certifications earned in HST Department.	1. EKG Training Materials secured.	12/15/2017	01/31/2018
		2. EKG Certification Exams secured.	12/15/2017	01/31/2018
		3. Teachers prepare students for EKG Exams.	02/01/2018	05/18/2018
		4. Students take practice EKG Exams.	02/01/2018	06/30/2018
		5. Students successfully test out on EKG certifications.	05/01/2018	06/30/2018
3.	Create classroom for Phlebotomy Cert. Program for 2018-19 school year.	1. Order and receive phlebotomy materials.	02/01/2018	08/10/2018
		2. Set up Phlebotomy Certification Classrooms.	07/09/2018	08/10/2018
		3. Teachers prepare curriculum implementation.	07/23/2018	08/17/2018
		4. Recruit students for the program.	01/02/2018	05/04/2018
4.	Plebotomy curriculum in place for the 2018-19 school year.	1. Study Guide & Practice Test secured and installed.	03/01/2018	08/24/2018
		2. Phlebotomy Certification Exams secured.	03/01/2018	08/24/2018
		3. Teachers prepare curriculum implementation.	07/23/2018	08/17/2018
		4. Recruit students for the program.	01/02/2018	05/04/2018
5.	Certified Med. Admin Assistant curriculum in place for 2018-19 school year.	1. Study Guide & Practice Test secured/ installed.	03/01/2018	08/24/2018
		2. CMAA Certification Exams secured.	03/01/2018	08/24/2018
		3. Teachers prepare curriculum implementation.	07/23/2018	08/17/2018
		4. Recruit students for program.	01/02/2018	05/04/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Department is not specific to one campus, we are districtwide. Based on this our goals are part of the District Administrative Continuous Improvement Plan which is published on the district website and presented to the School Board each year. This begins with a comprehensive needs assessment analyzing both strengths and needs through a variety of data. The formal plan, including goals, resides in our **Plan for Learning Documents** on the district website which are updated quarterly.

Goals are set at both the district and CTE department level each year. Birdville ISD and Birdville CTE follows a continuous improvement model, where decision and actions are guided by a **Plan, Do, Study, Act format**. The CTE Department analyzes both previous year and current year data specific to our department for ongoing evaluation of progress as well as bringing in outside experts to complete program evaluations and provide us with business partner feedback. CTE Administration uses this information to gauge progress towards goals and adjust plans as necessary. Teachers in individual programs are provided access to both our evaluators and the feedback they provide. They are part of the discussions during the planning process each year for what goals will be set and planning for attainment of the goals.

Our CTE Department Administration Team meets weekly. If adjustments need to be made to our department plans for set goals, we discuss it and make decisions at the weekly meeting. These meetings also provide a platform for continuous evaluation and decisions on what information or action needs to be shared with all any and all stakeholders.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently our Health Science Technology Department has robust business partnerships built with Medical City North Hills Hospital, CVS Pharmacy, Walgreens Pharmacy, Tarrant County College, North Richland Hills Fire Department and multiple Emergency Medicine Providers. Through these partnerships we have been able to provide dual credit opportunities, student internships and multiple certifications. We are looking to the grant to help us expand upon these student opportunities and enhance our pathway by adding additional certification options. To make room for our expansion in Health Science at the technology center, we are planning to move the principle level classes back to the home campuses. This will allow our BSN Certified Nurses to have more room in their daily schedule for practicum level capstone courses with embedded certification opportunities. Insurance of student commitment is tracked through an application process, required parent meetings, student training plans, benchmark requirements, business partner evaluation of student skills and minimum score attainment on practice exams before the department pays for certification exams. In addition to Health Science Requirements, there are Career and Technology Student Organization opportunities that exist through HOSA. Competition and social engagement through the CTSO provide an added layer of support and engagement to keep students motivated.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220902	Amendment # (for amendments only):
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Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Skyward data management system data mining to pull roster reports.	1.	Student enrollment at start of program.
		2.	Student enrollment at mid-point of program
		3.	Student enrollment at the program conclusion.
2.	Skyward data management system data mining to pull class grade reports.	1.	Students successfully passing at the completion of 1 st six weeks.
		2.	Students successfully passing at the completion of 2 nd six weeks.
		3.	Students successfully passing at the completion of 3 rd six weeks.
3.	Track student progress on training plans for their program.	1.	Students successful at the completion of 1 st six weeks.
		2.	Students successful at the completion of 2 nd six weeks.
		3.	Students successful at the completion of 3 rd six weeks.
4.	Track student readiness for certification exams.	1.	Students successfully completing required curriculum for exam preparation.
		2.	Students completing practice test one for remediation use.
		3.	Students completing practice test two with a minimum score to move exam.
5.	Student successfully earning certification.	1.	Students completing all required documents to allow for certification exam.
		2.	Students sitting for certification exam.
		3.	Students passing certification exam.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- We will use our district Skyward Data Management System to track enrollment, attendance and grades. All of these can be attained through reports as part of our data mining process.
- The online software that will be built into the curriculum for the course allows for tracking of students preparedness levels as they move towards sitting for the certification exam.
- Teachers will continuously track student skill attainment and proficiency, which will be reflected in their grades and for Patient Care Technician in their approval of hospital administrators to allow students to treat patients.
- Student success rates on the certification practice exams will be tracked by teachers.
- Student success rates on the certification exams will be formally reported to CTE Administration for use with the Perkins Grant Performance tracking.
- Data will be collected on a yearly basis of student accepting employment with our business partners.
- Data will be collected on a yearly basis of students benefiting from the Future Generations program with Medical City North Hills Hospital and receiving free tuition, books and scrubs to complete their Registered Nursing Degree.
- All collected data and feedback from the Program, Business Partners and Program Evaluators will be evaluated quarterly for progress and necessary adjustments will be determined by the CTE Administrative Staff. Any necessary delivery methods will be adjusted in a timely manner using our Continuous Improvement Model.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

We chose the Health Science Technology pathway, and specifically the Phlebotomy Technician Certification based on currently published data from Texas Workforce Commission and Birdville ISD data. By becoming a licensed testing site for the National Healthcare Association's Phlebotomy Technician Certification (CPT), we will provide expanded opportunities for our students in one of the districts highest demand pathways, which include academic and technical skills, pathway knowledge and certified credentials. These will lead to both greater post-secondary success as a Phlebotomist and greater potential to ultimately become a Registered Nurse or gain employment in other sectors of the Healthcare Industry.

- Phlebotomists earn an annual average salary of \$29,560.00 and the CPT is a stackable credential which leads to a greater potential to become a Registered Nurse. Registered Nurse is number one on the State of Texas High Demand list, with an annual average salary of \$69,891.
- The annual state growth projection is for an additional 10,815 openings for Registered Nurses.
- The number one Associate Degree Occupation, ranked by 2012 employment with 2013 average wages, in Tarrant County is Registered Nurse.
- Registered Nurse is also in the top ten fastest growing occupations for 2012-2022 in Tarrant County with 18.7 % of occupations in Tarrant County in 2012 being Professional Occupations, the health care industry is a major driving factor behind this sector.
- According to our local Workforce Development Board six of the top ten fastest growing industries are healthcare related: Medical & Diagnostic Laboratories, Outpatient Care Centers, Home Health Care Services, Offices of Physician, Continuing Care & Assisted Living Facilities, and General Medical & Surgical Hospitals.
- We chose certification opportunities off of Appendix A: Allowable Site License/Instructor Certifications List provided with the Grant Application that matched the Health Science Industry that is in high need according to our local and state Workforce Board and the Texas Workforce Commission. Certifications include: Certified EKG Technician, Certified Patient Care Technician, Pharmacy Technician, and Phlebotomy Technician.

Providing students with greater opportunities to prepare for credentials, acquire skills and make professional industry connections will prepare them to be more marketable and highly successful leaving high school in the high demand careers in the Healthcare Industry.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Our Health Science Technology Pathway offers Advanced Technical Credit Courses. The Advanced Technical Credit (ATC) Program can help our students earn college credit for Health Science College Majors while still in high school. An ATC course is an enhanced version of a normal high school course, taught by a teacher who has completed special training. In addition to the ATC courses our capstone courses offer the opportunity for students to earn certifications and licensures in the healthcare field that are typically obtained after graduation. Our Emergency Medical Technician (EMT) Program is a college Dual Credit Health Science Class that students may choose as a senior level capstone Health Science Course where they will be taught by both a Birdville ISD Teacher and a Tarrant County College Teacher.

Our Health Science Pathway begins with Principles of Health Science and Medical Terminology, then leads to courses such as, Anatomy and Physiology, Counseling and Mental Health, Medical Microbiology and Pathophysiology, Psychology and Sociology. At the Practicum capstone level we currently offer Clinical Rotations I & II, Emergency Medical Technician Dual Credit, and Pharmacy Technician. With the grant expansion we will also offer Certified Medical Administrative Assistant, EKG, and Phlebotomy at the practicum level.

In addition to coursework our students will have opportunities to compete at the regional, district and international level through HOSA. In June of 2017 one of our Health Science students was named National Champion in Clinical Nursing after successfully training through her Health Science courses and also became a certified Patient Care Technician after completing Clinical Rotations II.

Example of a student endorsement sequence in Health Science:

ATC Principles of Health Science ➡ ATC Medical Terminology ➡ Counseling and Mental Health ➡ ATC Anatomy & Physiology ➡ Clinical Rotations I ➡ EMT College Dual Credit.

(Equaling 8 high school credits, three ATC opportunities, college credit EMT course and EMT Basic Certification.)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In our 2017-18 school year we propose to double the number of our students who will earn Patient Care Technician (PCT) Certifications, while working on internships at Medical City North Hills. In order to enter the program students must be background checked, TB- tested, immunized and drug screened. Medical City North Hills has agreed to cover the expense of this for pre-screened candidates. The same students will also sit for EKG Technician Certifications at the end of the school year. Their certification exams will be paid for by Birdville Independent School District Career and Technology Department, along with their transportation to and from the hospital for their internship and liability insurance for each participant. These certifications along with Advanced Technical Credit in Health Science Classes and work experience through the hospital partnership will prepare them to enter the industry at Medical City North Hills Hospital and benefit from a joint venture called the Future Generations Project. The Future Generations Project provides students employment as a Patient Care Technician (PCT) with the hospital while working on a Registered Nursing Degree after successfully completing the Clinical Rotations II Program in partnership with Birdville ISD Career and Technology Health Science Department. **Once hired, Medical City Healthcare will pay for college tuition, fees, books, and uniforms up front in exchange for a 2-year commitment to work full-time as a Registered Nurse.**

In Patient Care Technician II, the industry experiences that will be made available to all students are as follows:

- Respond to patient calls & requests
- Assist patients with personal hygiene tasks
- Tidy patient's rooms
- Serve meals & safely feed patients
- Transport patients
- Monitor vital signs
- Draw/Collect & label laboratory specimens

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Medical City North Hills will have Birdville ISD Clinical Rotations II students provide hands-on care to their patients during internships. Therefore they will work with our staff to ensure the curriculum meets the requirements of the internships. They will also create clinical assessments for hands-on skills and provide staff to assess our students. We have together evaluated curriculum through National Healthcare Associations Online Curriculum and will use it to prepare for the written certification exam.

We also partner with Tarrant County College to provide Emergency Medical Technician Certification. The students use college curriculum taught half time by a TCC Teacher and half time by one of our Health Science Teachers who is a Certified EMT. The EMT students work with our local fire departments to earn their clinical hours, through ambulance ride outs.

Our Pharmacy Technician Certification Program has partnered with CVS and Walgreens to provide students internship opportunities in a clinical setting to enhance their learning. We use the same curriculum that both companies use to train post-secondary Pharmacy Technician Interns.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Birdville Independent School District has a highly successful Health Science Technology Department with strong partners in Medical City North Hills, local Pharmacies and Tarrant County College. We fully intend to keep building and expanding our department with this grant and beyond due to student request and high industry demand. Medical City North Hills has been an active partner for twenty five years. They have renovated and expanded over the years and are vested in the continued success of our students to provide them highly qualified staff for years to come. In the past four years we expanded our Pharmacy Technician program to offer internships with many local pharmacies. We intend to continue this format and reach out to other medical facilities to provide additional and varied locations for health science internships and observation opportunities. We are utilizing online curriculum and practice tests through National Healthcare Association to prepare students for success on certification exams. Our Perkins funding allows for reimbursement for successful certification exams if they reside on the approved list. This provides financial assistance with the expansion of student certifications. Tarrant County College is an active partner and we were the first local school district to build an EMT Certification Program in High School. Our students remain highly successful in earning EMT Certifications and College Credit to allow them to accelerate their college Paramedic Degree.

We have an Advisory Committee that provides ongoing community support to our Health Science Pathway. On that committee are staff from Medical City North Hills Hospital that helped create our Future Generations Project. The Future Generations Project provides students employment as a Patient Care Technician (PCT) with the hospital while working on a Registered Nursing Degree after successfully completing the Clinical Rotations II Program in partnership with Birdville ISD Career and Technology Health Science Department. Once hired, Medical City Healthcare will pay for college tuition, fees, books, and uniforms up front in exchange for a 2-year commitment to work full-time as a Registered Nurse.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The following capstone certifications will be offered in our Health Science Technology Pathway, when we implement this grant and add the additional certification:

- Certified EKG Technician
- Certified Medical Administrative Assistant
- Certified Patient Care Technician
- Emergency Medical Technician
- Pharmacy Technician
- Phlebotomy Technician Certification

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

If we receive this Focus Area 4 Perkins Reserve Grant and we are able to become a licensed testing site for the National Healthcare Association's Phlebotomy Technician Certification (CPT), it will greatly complement our existing Health Science Technology Pathway in many ways. By becoming a licensed testing site for the Phlebotomy Technician Certification, we will be able to provide more opportunities for our existing health science students to gain an industry certification in a high demand career field which will lead to multiple post-secondary employment opportunities. The Phlebotomy Technician Certification is a capstone industry certification aligned to a TEA-promoted program of study given with the final fourth level course, and transferrable to postsecondary programs. We will offer this certification within our existing CTE program and it is a natural extension of our existing health science technology pathway. Our students will gain valuable opportunities by having the ability to earn this certification, which will be embedded in our advanced health science courses.

Our Health Science Technology Pathway offers Advanced Technical Credit Courses. The Advanced Technical Credit (ATC) Program can help our students earn college credit for Health Science College Majors while still in high school. An ATC course is an enhanced version of a normal high school course, taught by a teacher who has completed special training. In addition to the ATC courses our capstone courses offer the opportunity for students to earn certifications and licensures in the healthcare field that are typically obtained after graduation. Our Emergency Medical Technician (EMT) Program is a college Dual Credit Health Science Class that students may choose as a senior level capstone Health Science Course where they will be taught by both a Birdville ISD Teacher and a Tarrant County College Teacher.

Our Health Science Pathway begins with Principles of Health Science and Medical Terminology, then leads to courses such as, Anatomy and Physiology, Counseling and Mental Health, Medical Microbiology and Pathophysiology, Psychology and Sociology. At the Practicum capstone level we currently offer Clinical Rotations I & II, Emergency Medical Technician Dual Credit, and Pharmacy Technician. **With the grant expansion we will also offer Phlebotomy at the practicum level.**

In addition to coursework our students will have opportunities to compete at the regional, district and international level through HOSA. In June of 2017 one of our Health Science students was named National Champion in Clinical Nursing after successfully training through her Health Science courses and also became a certified Patient Care Technician after completing Clinical Rotations II.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Provide busses to and from all the home campuses to the BCTAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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